



EntrepreNews & Views

Building Tomorrow's Economy

You are using "Lateral Thinking" when you tell a joke. You tell the story and everyone gets into knowing what will happen... until the punchline. It is a "lateral thought process", and it is only funny if it makes the ending new and different!

Lateral Thinking - A Textbook of Creativity
by Edward de Bono

New York Times stated
".....a very useful book for teachers and non-teachers alike....his techniques provide an alternative to waiting for the Muse to appear"

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LEARNING TO "DISCOVER" OPPORTUNITIES

The new National Content Standards for Entrepreneurship Education introduce the way entrepreneurs see the processes they go through - from start to finish. "DISCOVERY" is the first process in which the entrepreneur generates ideas, opportunities, and determines the feasibility of ideas, markets, and ventures. Ideas might include completely new inventions of products and services, but more often they are merely improvements and innovations related to existing products and services that solve problems for the consumer.

Career and Technical Education has taken the lead in bringing entrepreneurship education to the K-12 education system by encouraging students to write business plans and run real or simulated small businesses. In community colleges there is a growing interest in adding entrepreneurship to the various career and technical education programs. At both levels of education students have the opportunity to develop expertise for their future careers.

But perhaps we have missed the opportunity to encourage students to think of new and better ways to do things. There isn't an industry that couldn't benefit from that type of thinking...whether it is the building trades, food preparation, retail sales, office operations and so on. Career programs usually are based on task analysis that leads to a curriculum about how a job is done.

Edward de Bono, a well-known advocate of creative thinking, says that too often we only teach students "how to do something". He says "There are three basic aspects of thinking: **1. what is;** **2. what may be;** and **3. what can be.** We are almost totally obsessed with 'what is'. We underestimate the

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Growing Young Entrepreneurs



Derek from Rickard Elementary School in Williston, ND showcases his 2 in 1 Scooter, a motor scooter that can become a scooter with a track and a ski.

Marketplace for Kids is a unique educational program for encouraging, developing and growing young entrepreneurs. The program focuses primarily on students in grades four through middle school. The program is designed to encourage youth to explore entrepreneurship and self-employment through the recognition and development of their inventive, critical thinking and problem-solving skills. This enables them to be life-long partners in building and supporting the environment of entrepreneurship in their community.

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- **providing centralized
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For more information about
the Consortium please
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Learning to “Discover” Opportunities (Continued from Page 1)

extremely valuable contribution that ‘what may be’ has made to progress. We do very little about ‘what can be’ even though our future depends entirely on this aspect.”

Think about how the following thoughts of Edward de Bono apply to what we teach and how we teach it. (More from deBono at <http://www.edwdebono.com>)

“The most basic human skill, and the one on which both social and economic progress depends is not taught. The single most important thing that any government can do anywhere is to teach ‘constructive’ thinking to its youngsters. So why, except in a few countries, is this not being done?”

“A two finger typist with hundreds of hours of practice is still a two finger typist. A few hours learning touch typing would have made a huge difference. It is the same with thinking. The basic skills of thinking need to be taught directly and explicitly. The teaching of “critical” thinking is totally inadequate. Judgment is not enough. One finds it very difficult to say: “That is excellent. There is nothing wrong with it at all. But it is not enough.”

“In a stable world, knowledge of standard situations and the routine ways of dealing with them is sufficient. Not so in a changing world. Routines and category judgments from the past may be inadequate, misleading and dangerous. Instead of analysis and judgment, we need design. We need to be able to ‘design’ ways forward.”

“From where are we going to get the new ideas that are needed to design our way into the future? Not from the greater exercise of our traditional thinking, which is much too slow at producing new ideas. Nor can we wait for the slowness of chance and evolution.”

“In education we are concerned with literacy and numeracy. That leaves out the most important aspect of all, which I call ‘operacy’. The skills of action are every bit as important as the skills of knowing. We neglect them completely and turn out students who have little to contribute to society.”

The 16 Career Clusters have been designed by the National Association of State Directors of Career Technical Education to identify pathways from high schools to two- and four-year colleges, technical schools, apprenticeship programs, and the workplace. The intent of the Clusters is to emphasize the skills of “operacy” and to identify clear connections to future career goals. Entrepreneurial experiences and technical skill development combine to motivate students to see into their future and use their educational opportunities to ensure career success.

The 16 Cluster descriptions are very comprehensive in identifying skill areas related to careers in each industry. (See www.careerclusters.org). Yet only 3 of the 16 Clusters suggest that entrepreneurship is important to that industry - (1. Business, Management and Administration Cluster; 2. Agriculture, Food and Natural Resources Cluster; and 3. Marketing, Sales and Service Cluster).

We believe that all 16 Career Clusters would benefit by adding an emphasis on “Discovery” as part of the skills important to that industry. The process of looking for a better way to do things, not just the same old way, and then thinking how you might commercialize the idea into a business opportunity is needed everywhere. Even if students don’t have the immediate opportunity to go on learning about the 5 Entrepreneurial Processes (Discovery, Concept Development, Resourcing, Actualization, and Harvesting), they can begin to understand where entrepreneurial opportunities come from and build the right connections to future education and work. They can see themselves as part of the lifelong learning process to become self-employed as an option for entering the workforce.

**For additional information about the National Content Standards for
Entrepreneurship Education go to the Consortium’s website and click on
the Standards Toolkit for extensive resources. <www.entre-ed.org>.**

Growing Young Entrepreneurs (Continued from Page 1)

Many students that attend Marketplace for Kids showcase innovative projects. Some of these projects include ideas for new products or services, or ways to improve existing products. Other projects showcase an entrepreneurial idea.

Another component to Marketplace for Kids is classes. At each Marketplace for Kids event, there are many classes for students to attend. The subjects of the classes range from career exploration to new technology to personal development. Each student selects which classes he or she would like to attend, which adds to their Marketplace for Kids experience.

The organizing sponsors of the Marketplace for Kids program; U.S. Senator Kent Conrad, ND Agriculture Commissioner Roger Johnson and ND Superintendent of Public Instruction Wayne G. Sanstead, are committed to entrepreneurial education. "The success and growth of Marketplace for Kids reflects the eagerness of both our young people to learn, and of their teachers, advisors, parents and others to help," said Agriculture Commissioner Johnson. Over 15,000 students, volunteers, teachers and chaperones participated in the Marketplace for Kids Education Days this spring in eight regions of North Dakota and surrounding states.

"Students who want to start their own businesses believe that entrepreneurship education is important," said U.S. Senator Kent Conrad. "Marketplace for Kids provides the kind of training and encouragement at an earlier age that is needed to expose students to opportunities in entrepreneurship."

Leadership Team members, class presenters and sponsors have made Marketplace for Kids possible through their contributions of time, talent and resources.

Teachers, family members and friends have encouraged our students to test their limits and remain committed to building entrepreneurial education. Leadership Team volunteers are currently working to match the Marketplace for Kids Learning Guide to the North Dakota and National Entrepreneurial Standards and Benchmarks for Education.

The Marketplace for Kids Leadership Teams are in the process of designing an outreach program that will incorporate entrepreneurship education at the Junior High and Senior High level. At this time Junior and Senior High students are involved with Marketplace for Kids as mentors, presenters and volunteers. The Marketplace for Kids volunteers and staff will provide technical assistance to anyone interested in the program.

For more information, please contact Marilyn Kipp, Executive Director, at marketplace@btinet.net.



Over 600 students showcased projects at this year's Marketplace for Kids at Concordia College in Moorhead, MN. Here is an overview of the project floor in Olson Forum.



Chef Kim Brewster from Minnesota State Community & Technical College gave students an ice carving demonstration at the Fargo-Moorhead Marketplace for Kids.



Students work on their own business cards in the class "Business Card Center" taught by the Williston State College IT Club.



Breanna and Chelsey from North Hill Elementary in Minot, ND showcased their invention, the "Stylin' Beach Chair," which has everything you would need for a day at the beach.



Megan from Ms. Reslock's class at Central Middle School in Devils Lake, ND showcased an invention that would make a trampoline more fun.

BONUS ACTIVITY

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Marketplace for Kids Sample Activity: Developing and Marketing Homemade Cleanser

This Lesson Relates To: Innovative Thinking and Entrepreneurship

Purpose of Lesson: The purpose of this lesson is to create and market an environmentally safe homemade cleanser.

Homemade Multipurpose Cleanser

1 tsp. Borax

½ tsp. Washing Soda

½ tsp. Liquid Soap

2 Tbsp. Vinegar or Lemon Juice

2 cups Very Hot Water

Spray Bottle



Directions:

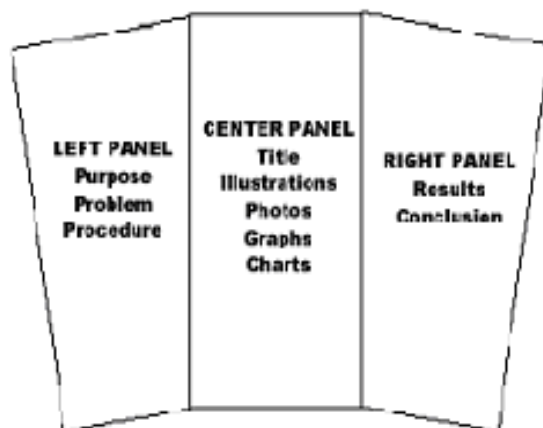
Combine all ingredients in a glass measuring cup. Add the hot water and gently stir until all of the ingredients are dissolved and mixed. Put the mixture into the spray bottle. Spray onto the area you want to clean and wipe off with a cloth or sponge. Leave cleanser on longer for dirtier areas.

1. Research the ingredients and discuss the benefits of environmentally safe ingredients and the benefits of knowing what is in the homemade cleanser.
2. Split students into groups of 3 or 4 students each.
3. Read the recipe and have each group prepare their own homemade multipurpose cleanser.
4. Have students test their product on dirty surfaces, proving that the product works.
5. Using the Internet, have each group research professional advertising campaigns for cleaning products.
6. Each group should then think of a name for their product.
7. Have each group develop a logo for their cleanser and think of a design for the packaging.

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Marketplace for Kids...Continued from page 4

8. Each group should create a display board showcasing their product. A typical design for a display board is shown below.



Discuss with the students how to make their boards look professional, for example, using only two colors and making the title large and easy to read. Encourage students to use photos and illustrations on their display boards to make them more interesting. Tell them to be creative !

9. A prototype or model of your invention, or a sample of your product are great additions to your display.
10. Using their finished display boards, each group should then explain their ideas to the class.

Thanks to Marilyn Kipp and staff for this contribution from their Teacher's Guide . For information contact Marketplace for Kids at <marketplace@btinet.net>, or www.marketplaceforkids.org

The National Content standards for Entrepreneurship Education identify five processes that the entrepreneur goes through in creating and running a business. The first process is DISCOVERY that encourages the teacher to provide curriculum that will develop expertise in support of the following Performance Indicators:

Discovery

- A.01 Explain the need for entrepreneurial discovery
- A.02 Discuss entrepreneurial discovery processes
- A.03 Assess global trends and opportunities
- A.04 Determine opportunities for venture creation
- A.05 Assess opportunities for venture creation
- A.06 Describe idea-generation methods
- A.07 Generate venture ideas
- A.08 Determine feasibility of ideas



Check out all 403 Performance Indicators on the Consortium website at www.entre-ed.org. Click on the standards Toolkit

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PROFESSIONAL DEVELOPMENT & Resources

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Resources for Teaching "Discovery" Thinking

Most of the books and teaching materials by Edward de Bono can be obtained from <<http://www.amazon.com/>> - search on Author 'de bono, edward'. De Bono's website <<http://www.edwdebono.com>>

- * ATLAS OF MANAGEMENT THINKING: Penguin
- * CASE OF THE DISAPPEARING ELEPHANT: Penguin
- * CHILDREN SOLVE PROBLEMS: Penguin
- * CONFLICTS: Penguin (Harrap/Virgin) US - Simon & Schuster
- * DE BONO'S THINKING COURSE
- * THE DOG EXERCISING MACHINE:
- * EDWARD DE BONO'S MASTER THINKER'S HANDBOOK:
- * EUREKA: (Thames and Hudson) - Edward de Bono was editor.
- * FIVE DAY COURSE IN THINKING: Penguin US - Basic
- * FUTURE POSITIVE: Penguin (Gower) US - Viking/Penguin
- * THE GREATEST THINKERS: (Weidenfeld) US - Putnam Can - Weidenfeld
- * HANDBOOK FOR A POSITIVE REVOLUTION: Penguin (Viking) US - Viking/Penguin
- * THE HAPPINESS PURPOSE: Penguin US - Viking/Penguin
- * I AM RIGHT, YOU ARE WRONG: Penguin (Viking)
- * LATERAL THINKING: Penguin US - Harper Collins
- * LATERAL THINKING FOR MANAGEMENT: Penguin (McGraw Hill)
- * LATERAL THINKING: A TEXTBOOK OF CREATIVITY: Penguin US - Harper & Row
- * LETTERS TO THINKERS: Penguin
- * THE MECHANISM OF MIND: Penguin (Cape)
- * MIND GYMNASIUM: Gaia
- * MIND PACK: Dorley Kindersley
- * OPPORTUNITIES: Penguin (Associated Business Press) US Viking/Penguin Can - ABP/Penguin UK
- * PO: BEYOND YES AND NO: Penguin
- * PARALLEL THINKING: Penguin (Viking) Can - Viking/Penguin
- * PRACTICAL THINKING: Penguin (Cape) US - Viking/Penguin
- * SERIOUS CREATIVITY:
- * SIX ACTION SHOES:
- * SIX THINKING HATS: Penguin (Viking)
- * SURPETITION:
- * TACTICS: THE ART AND SCIENCE OF SUCCESS: Pilot (World Rights)
- * TEACH YOUR CHILD TO THINK: Penguin (Viking) US - Viking/Penguin
- * TEACH YOURSELF HOW TO THINK: Penguin (Viking) Can - Viking/Penguin
- * TEACHING THINKING: Penguin US - Viking/Penguin
- * TEXTBOOK OF WISDOM: Penguin (Viking) Can - Viking/Penguin
- * THE USE OF LATERAL THINKING: Penguin (Cape) US - Basic (NEW THINK)
- * WATERLOGIC: Penguin (Viking) Can - Viking/Penguin
- * WORD POWER: Penguin US - Harper